

General Psychology 101 -- Honors Sec 1
T/Th 3:50 - 5:10

Your Host: Rob Foels, Ph.D. His Office: 313 Tillett His e-mail: rob.foels@rutgers.edu
 Drop in office places and times: see Syllabus site on Canvas.

COVID Restrictions:

You must be vaccinated.

You must wear a mask indoors at all times.

Failure to follow COVID protocols will result in removal from the course.

Goals for the Course:

- 1) To develop and improve critical thinking skills and learn how to think like a psychologist.
 - critical thinking is the dispassionate examination of factual evidence
- 2) To develop and improve writing and communication skills.
- 3) To acquire a basic understanding of the disciplines within the study of psychology and how these disciplines interact to explain human thoughts, feelings, and behavior.

SAS Core Goals:

This course has been certified as satisfying the Social Analysis (SCL) Learning Outcome Goal of the SAS Core Curriculum. Specifically, students will be able to:

- a) Explain and be able to assess the relationship among assumptions, method, evidence, arguments, and theory in social and historical analysis (subgoal i); and
- b) Apply concepts about human and social behavior to particular questions or situations (subgoal n).

Psychology Department Learning Goals:

This course also satisfies the following Psychology Department Learning Goals:

- 1) Students will know the leading terms, concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- 2) Students will apply psychological concepts and content to become engaged citizens.
- 3) Students will use critical thinking, skeptical inquiry, and, when possible, the scientific approach to ask, answer and understand questions related to behavior and mental processes.

Your Text: Whatever you buy, with the caveat that it should be cheap. And newer than 2014.

Your Work: Your grade will be determined based on the points you earn from assignments and exams. Each of these will be discussed more fully during class. Average work earns you an average grade of C, only truly excellent work will earn an excellent grade of A.

Source	Count	% of Grade
Quizzes	10	10%
APA Briefs	3	15%
Section Exams	3	60%
APA Proposal	1	15%
Research Participation	7	--

A = >92% B+ = 87-92% B = 82-87% C+ = 76-82% C = 70-76% D = 60-70% F = <60%

Important Notes

Course content:

- 1) No late homework/paper is ever accepted. Ever.
- 2) If you miss class I will not spend time catching you up without a valid documented reason.
- 3) Class discussion is an integral part of this course. I expect true discourse, which means disagreement, but done in a respectful manner. Insulting language will not be tolerated.
- 4) You may be tested on anything you read, anything I say, or anything your classmates say.
- 5) Take notes on what you read. Highlighters are a complete waste of time. Throw them away.
- 6) If you cheat, which includes plagiarism, you will fail the course. Not the assignment, the course.
- 7) Electronic devices are forbidden. First offense is removal from that class, second offense you fail.
- 8) If you are not performing as well as you would like it is your responsibility to meet with me.
Grades can still change dramatically up to mid-semester, but have less chance to change after the second exam. Do not put off a meeting in the hope that you can fix your grade yourself. I am here to help you learn.

Academic Integrity: Integrity is the quality of being honest and having strong moral principles (Oxford English Dictionary, 2016). Any form of cheating, fabrication, or plagiarism violates university rules as well as expectations for human decency.

<http://academicintegrity.rutgers.edu/integrity.shtml>

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students (Rutgers Policy 10.2.13). Even minor violations of the Academic Integrity policy allow me to fail you for the course. And I will. (See <http://policies.rutgers.edu/PDF/Section10/10.2.13-current.pdf> for specifics)

Any instance of cheating or plagiarism will earn you an "F" for the course. It is that simple.

Academic Accommodations: Should you require academic accommodations (e.g., additional testing time, special testing conditions), you must file a request with the Office of Disability Services (Kreeger Learning Center 151 College Avenue, Suite 123, disabilityservices.rutgers.edu). It is your responsibility to self-identify with the Office of Disability Services and to provide me with the appropriate documentation from that office at least two weeks prior to any request for accommodations.

Study habits that you should adopt

Discipline Definitions: Define, *in your own words*, the terms from each discipline. These definitions should be concise but complete and written to be understood by anyone (write them for your relatives). By putting a definition in your own words, you have processed it more deeply.

Discipline Mapping: Create an image of the material based on how *you* organize the info for that discipline. Your map will be most effective if you develop your own categories rather than simply follow a book. Develop an image that you can use to envision the information for organization and recall.

Section Mapping: Create a map of all the disciplines included in a section of the course. These maps should focus on links across disciplines. Section maps that are simply an amalgam of discipline maps are not effective, you need to integrate the information across disciplines.

Assignments and Exams

Research Requirement: Psychology is a scientific discipline that employs numerous research methods. You will read about some of these methods in the assigned articles. You will also be exposed to some of these methods first-hand by participating in research studies of your choice, or by writing papers.

--> All students in Introductory Psychology **must** participate in research
<https://rutgers-researchpool.sona-systems.com>

Option 1: You can participate in a few experiments outside of class to earn research credits, which are called a Research Participation Units (RPUs). You must earn a total of 5 (five) RPU credits. All RPUs will be through online studies this semester. For each half hour of your participation in web-based or online studies you will receive 1 RPU (i.e., one credit). You must earn 5 RPUs.

Option 2: You can opt-out of experimental participation by following Option 2, which consists of writing two summaries of research journal articles. More information about both options are located here: <https://psych.rutgers.edu/academics/undergraduate/general-psych-requirement/189-human-research-student-requirements>

Deadline: The research requirement must be completed by April 15.

Quizzes: From the terms or reading for that day, given at the beginning of class.

APA Brief: For each section of the course you will write a one page paper that explains the core content of a research article we are reading for class. Details regarding the paper will be provided in class. The paper will be written on the article that is on the calendar for that day.

Exams: The exams will cover material from assigned readings and class discussions. Exams will be multiple choice and short answer. In these exams you must be able to apply what you have learned to issues and areas that we have not explicitly discussed in class. Knowing a definition is not enough, knowing how to apply knowledge to real world scenarios is required. Exams will be given during class time. Students who miss a scheduled exam for reasons other than **severe** illness or **extreme** emergency will receive zero credit and have no opportunity to take the exam.

All Course Material is Copyrighted

As the instructor for this course, I own the copyright for all material that I create related to the course. This includes any handouts, templates, instructions, assignments, exams, or any other materials provided to you whether in written or electronic form. This also includes the syllabus. Posting any material from this course on any website, ANY website, is a violation of federal law. I repeat: posting any material from this course anywhere on the web is a violation of federal law. Photocopying or printing any material from this course to provide to another individual is a violation of federal law. I repeat: providing any material from this course to anyone, in any form, is a violation of federal law.

Empirical Article Readings

Section 1

- Sloutsky, V. M., & Fisher, A. V. (2004). When development and learning decrease memory. *Psychological Science, 15*, 553-558.
- Frenda, S. J., Patihis, L., Loftus, E. F., Lewis, H. C., & Fenn, K. M. (2014). Sleep deprivation and false memories. *Psychological Science, 25*, 1674-1681.
- Kasser, T., & Sheldon, K. M. (2000). Of wealth and death: Materialism, mortality salience, and consumption behavior. *Psychological Science, 11*, 348-351.
- Shih, M., Pitinsky, T. L., & Ambady, N. (1999). Stereotype susceptibility: Identity salience and shifts in quantitative performance. *Psychological Science, 10*, 80-83.

Section 2

- Mather, M., Canli, T., English, T., Whitfield, S., Wais, P., Ochsner, K., Gabrieli, J. D. E., & Carstensen, L. L. (2004). Amygdala responses to emotionally valenced stimuli in older and younger adults. *Psychological Science, 15*, 259-263.
- Felmingham, K., Kemp, A., Williams, L., Das, P., Hughes, G., Peduto, A., & Bryant, R. (2007). Changes in anterior cingulate and amygdala after cognitive behavior therapy of posttraumatic stress disorder. *Psychological Science, 18*, 127-129.
- Kushlev, K., & Dunn, E. W. (2015). Checking email less frequently reduces stress. *Computers in Human Behavior, 43*, 220-228.

Section 3

- Langer, E. J., & Rodin, J. (1976). The effects of choice and enhanced personal responsibility for the aged: A field experiment in an institutional setting. *Journal of Personality and Social Psychology, 34*, 191-198.
- Mitroff, S. R., & Biggs, A. T. (2014). The ultra-rare-item effect: Visual search for exceedingly rare items is highly susceptible to error. *Psychological Science, 25*, 284-289.
- Belsky, J., Spritz, B., & Crnic, K. (1996). Infant attachment security and affective-cognitive information processing at age 3. *Psychological Science, 7*, 111-114.
- Schellenberg, E. G. (2004). Music lessons enhance IQ. *Psychological Science, 15*, 511-514.

Honors Psych
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SC 203

T/Th			
Date	Topic/Terms	Readings	Due
Jan 18		Welcome to My World! (please wipe your feet)	---
Jan 20	Stress		quiz
Jan 25	Memory		quiz
Jan 27	Forgetting	<i>Sloutsky & Fisher (2004)</i>	
Feb 1	Consciousness	<i>Frenda et al. (2014)</i>	quiz
Feb 3	Motivation		quiz
Feb 8	Emotion	<i>Kasser & Sheldon (2000)</i>	
Feb 10	Social: Self & Cog		quiz
Feb 15	Social: Grps & Influence	<i>Shih et al. (1999)</i>	APA 1
Feb 17			
Feb 22		-- Exam 1 --	EXAM
Feb 24	Biopsych Nerves		quiz
Mar 1	Biopsych Brain	<i>amygdala reading TBA</i>	
Mar 3	Personality		quiz
Mar 8	Abnormal		
Mar 10	Abnormal	<i>Felmingham et al. (2010)</i>	quiz
Mar 15		Spring Break	
Mar 17		Spring Break	
Mar 22	Learning: Classical		
Mar 24	Learning: Operant	<i>Kushlev & Dunn (2015)</i>	APA 2
Mar 29	Therapy		
Mar 31		-- Exam 2 --	EXAM
Apr 5	Methods	<i>Langer & Rodin (1976)</i>	quiz
Apr 7	Sensation		quiz
Apr 12	Perception	<i>Mitroff & Biggs (2014)</i>	
Apr 14	Develop: Meth/Bio		quiz
Apr 19	Development: Cog/Soc	<i>Belsky et al. (1996)</i>	APA 3
Apr 21	Cognition		quiz
Apr 26	Intelligence	Schellendberg (2004)	
Apr 28		-- Exam 3 --	EXAM
May 3		-- whoops, we don't have any more classes	